

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 2:53 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Belton Independent School District	014903	Southwest Elementary/104	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	12	31	077617967
Mailing address		City	State ZIP Code
PO Box 269		Belton	TX 76513
Primary Contact			
First name	M.I.	Last name	Title
Ed	C	Braeuer	Assistant Superintendent, Curriculum & Instruction
Telephone #	Email address		FAX #
254-215-2028	ed.braeuer@bisd.net		254-215-2027
Secondary Contact			
First name	M.I.	Last name	Title
Donna	M	Bownds	Coordinator of Instructional Technology
Telephone #	Email address		FAX #
254-215-2069	donna.bownds@bisd.net		254-215-2046

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Susan	M.I.	Last name Kincannon	Title Superintendent
Telephone # 254-215-2002		Email address susan.kincannon@bisd.net	FAX # 254-215-2001
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.



701-14-107-199

Schedule #1—General Information (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

While Belton ISD (BISD) considers itself a leader in integrating technology into instruction and providing 1:1 technology for its students, insufficient funding has forced the District to focus on its secondary campuses and provide only limited technology to elementary students. *Project Kid-nology* will provide all fourth and fifth grade students at Southwest Elementary, BISD's campus with the highest percentage of low socioeconomic (SES) students, with iPad minis and a protective case to allow access to technology at school and at home. Low SES students will also receive wireless Wifi devices to allow previously unavailable internet access at home. This combination of devices and internet access will be leveraged with curricular resources in reading and science, two areas of great need for the campus as evidenced by State assessment data.

Students will have increased access to Achieve3000, a reading program that is currently purchased using bilingual and campus funds and used to serve our most at-risk students. Through this program, students have access to daily current news articles that are written at varying Lexile levels, as well as comprehension questions aligned with state standards. The program automatically provides students the article assigned by their teacher written at their independent reading level. A Lexile study completed in the state of Texas by Achieve3000 found that students using the program correctly and consistently, including those reading two or more years below grade level, nearly doubled their expected growth norms in reading performance. Teachers would also maximize the benefits of a district-purchased, online comprehensive science curriculum, STEMscopes™. The increased technology access would allow students to take advantage of numerous, hands-on, inquiry activities, which all specifically focus on the Texas Essential Knowledge and Skills. Students have the unique opportunity to use interactive resources to discover and explore essential science concepts in the classroom and at home.

Demographics - Southwest Elementary consists of 24 classrooms in prekindergarten through fifth grade. This campus serves 488 students from the surrounding neighborhoods, which include the city's housing authority. Eighty-eight percent of the total population is considered low socioeconomic, based on the criteria of qualifying for free or reduced lunch prices. In addition, one third of the campus population is identified as English language learners, resulting in one classroom composed of bilingual students in each of the seven grade levels. *Project Kid-nology* will provide devices and internet access to many students who would otherwise not have this opportunity and aligns with the grant program's goal of increasing technology access for all students.

Budget - The budget for this project developed according to identified needs and available grant funding. There are currently 161 students in 4th and 5th grades at Southwest Elementary and approximately 30% of these students report they have no internet access at home. Providing WiFi devices for wireless home internet service at a ratio of 1:3 matches the identified need for home access while allowing the program to purchase iPad minis for check-out to each 4th and 5th grade students. Costs for protective cases, device insurance, and devices for 3% growth complete the \$99,995 budget.

Needs Assessment / Management Plan - The Campus Improvement Team (CIT), led by the campus principal, conducted the needs assessment process during grant planning. The needs assessment was reviewed by the Assistant Superintendent for Curriculum & Instruction for efficacy and feedback was given to the campus principal. The same team, with added support from two District Instructional Technology Coordinators, will manage *Project Kid-nology*. BISD has extensive experience in implementing 1:1 initiatives at four of its five secondary campuses and the District is uniquely qualified to manage the grant activities.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Evaluation - *Project Kid-nology* will be evaluated through the changes in five areas comparing data gathered at the beginning of the grant to the data from the end of the grant period.

Student and Parent Surveys – number of low SES students with internet access, amount of time students access digital resources outside of school, and number of low SES households with internet service

Teacher Lesson Plans and Instruction – use of digital resources in lesson plans, use of technology in classroom activities, and use of Achieve3000 and STEMscopes™ instructional programs

District Assessment Data – percent of items correct versus previous year and passing percentage versus previous year on 4th and 5th grade reading and science district level assessments

STAAR and TAPR Data – achievement compared to District and State averages, passing percentage on 4th and 5th grade STAAR Reading, and passing percentage on 5th grade STAAR Science

Achieve3000 and STEMscopes™ Data – number of completed activities in Achieve3000 after school hours, number of completed STEMscopes™ activities after school hours, and number of student activities completed at 75% or higher mastery level.

Statutory Requirements - *Project Kid-nology* meets both statutory requirements of the grant program by implementing a 1:1 iPad initiative for fourth and fifth grade students and providing access to the approximately one-third of students who report a current lack of home internet access. The program is integrated with current technology provided on the campus and devices will be used to access curriculum in the ELAR and Science curricula.

TEA Requirements - Each of the eleven TEA requirements of the grant are also met through this proposal. Both Southwest's and BISD's mission and goals include a commitment to increased technology use by students (#1). The District has proven experience with lending technology devices with procedures and forms already developed to insure effective implementation (#9, 10, & 11). Previous 1:1 implementations have also proven infrastructure and technical support at the level currently available for Southwest to be capable of handling the increased demand of the devices included in the program (#6 & 8) and a sound plan for providing internet access to students currently without that access will be provided through lending of Wifi devices (#7). Digital curriculum resources are available and will continue to be used in the affected classrooms (#3 & 4). Professional Development on general use of technology and implementation of Achieve3000 and STEMscopes™ will equip teachers with the necessary skills to impact student achievement (#5). Finally, with the highest number of low SES students and lagging achievement data, Southwest is clearly the highest need campus for this project (#2).

Project Kid-nology will be the next step for BISD in its journey to its stated goal of increasing technology access to elementary students. The District has taken many steps to meet the needs of 21st Century Learners by providing the opportunity for secondary students to participate in a 1:1 learning environment at two of its three middle school campuses and two high school campuses with the third middle school becoming a 1:1 iPad school next year. This is emblematic of the commitment to continue the grant program's objective beyond the end of the grant period through local and/or Instructional Materials Allotment funding.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 014903 Amendment # (for amendments only):
 Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32
 Grant period: October 1, 2014, to August 31, 2016 Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$47,371
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$52,624
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$
Total direct costs:			\$	\$	\$99,995
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$99,995

Administrative Cost Calculation

Enter the total grant amount requested:	\$99,995
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$14,999

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted														
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$														
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$														
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <table border="0"> <tr> <td><input type="checkbox"/> Salaries/benefits</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Networking (LAN)</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Computer/office equipment lease</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Building use</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Copier/duplication services</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Telephone</td> <td><input type="checkbox"/> Other:</td> </tr> <tr> <td><input type="checkbox"/> Administrative</td> <td><input type="checkbox"/> Other:</td> </tr> </table>	<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:	<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:	<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:	<input type="checkbox"/> Building use	<input type="checkbox"/> Other:	<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:	<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:	<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:	\$
<input type="checkbox"/> Salaries/benefits	<input type="checkbox"/> Other:															
<input type="checkbox"/> Networking (LAN)	<input type="checkbox"/> Other:															
<input type="checkbox"/> Computer/office equipment lease	<input type="checkbox"/> Other:															
<input type="checkbox"/> Building use	<input type="checkbox"/> Other:															
<input type="checkbox"/> Copier/duplication services	<input type="checkbox"/> Other:															
<input type="checkbox"/> Telephone	<input type="checkbox"/> Other:															
<input type="checkbox"/> Administrative	<input type="checkbox"/> Other:															
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$														

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Worth Group iPad Insurance coverage for 2 years	<input type="checkbox"/>	\$9,761
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$9,761

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: residential Internet access for students		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Sprint service for 55 wifi hotspots for 18 months with unlimited data		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$37,610
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$37,610

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 014903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 014903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$37,610	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$9,761	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$37,611	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$47,371	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 014903					Amendment number (for amendments only):	
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Otterbox Case	Protection of iPad	166	36.04	\$52,624
	2	iPad Charger	Extra chargers for replacement	16	12.94	
	3	iPad Mini (10 Pack)	Digital Device for student use	160	279	
	4	iPad Mini	Digital Device for student use	6	299	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:						\$52,624
Remaining 6300—Supplies and materials that do not require specific approval:						\$
Grand total:						\$52,624

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 014903			Amendment number (for amendments only):
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 014903			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 239

Category	Number	Percentage	Category	Percentage
African American	23	N/A	Attendance rate	96%
Hispanic	146	N/A	Annual dropout rate (Gr 9-12)	n/a%
White	68	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	2	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	211	88%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	71	30%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	N/A

Comments

The total enrollment number includes include 3rd-5th grade even though the grant is for 1:1 devices at the 4th and 5th grade level because the grant covers a two year period so the 3rd graders will be included in the grant as they progress to 4th grade.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					78	78	83								239
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					78	78	83								239

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Schedule #13—Needs Assessment

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A comprehensive, systematic process was used to identify and prioritize the needs of the campus. The Campus Improvement Team reviewed all data and determined the specific needs. The following sources were reviewed:

- **Survey of Available Technology-** A survey was conducted with all incoming 4th and 5th grade students. They were asked to indicate if they had access to wireless Internet service in their home. In addition, they listed devices available to them after school that had the capability to connect to the wireless Internet. It was found that 30% of incoming 4th and 5th grade students do not have wireless Internet service at their home.
- **Student Achievement Data –** Data from the 2012-2013 STAAR, as indicated on the Texas Academic Performance Reports (TAPR), were reviewed. As indicated in the chart below, significant performance gaps exist when students at Southwest Elementary are compared to the state average. Students at Southwest scored lower in Reading and Science than the state average. The gaps ranged from five to 38 percentage points across these subject areas.

STAAR Subject Area	Results for All Students at Southwest Elementary	State Average
Reading (4 th Grade)	67%	72%
Reading (5 th Grade)	62%	77%
Science (5 th Grade)	35%	73%

- **Reading Level Indicators –** Teachers use several assessments to determine the reading levels of students at beginning, middle, and end of year. According to the Fountas and Pinnell Benchmarking System, 61% of all incoming 4th and 5th graders are reading below the recommended level for their grade. Eighteen percent of these students are shown to have a reading proficiency of two or more grade levels below the recommended levels, with deficiencies in both fluency and comprehension. Teachers report that comprehension scores are often unsatisfactory because students do not have needed background knowledge or prior experiences to draw conclusions from text. Star Enterprise is also utilized to assess all students' reading levels three times a year. This computer-based program reports that 71% of all incoming 4th and 5th graders are in immediate need of reading intervention due to insufficient reading skills.
- **Intervention Data –** Previously listed data indicates that a large percentage of the campus' student population is in need of academic intervention. This achievement data required the implementation of reading intervention activities for 72% of the incoming 4th and 5th graders during the 2013-2014 school year. Campus administration has instituted a mandatory daily 30-minute, campus-wide RtI time in each classroom to manage the amount of students requiring intervention in reading.
- **Teacher Interviews –** The campus principal conducted interviews with current 4th and 5th grade classroom teachers and asked them to indicate the instructional digital devices available to them for daily student use and what instructional activities are conducted with these devices. All teachers indicated that they must prepare for digital learning experiences by collecting devices from other classrooms in advance due to class sets not being available. All eight also reported that the lack of digital devices limited the students' access to research-based online instructional materials, such as Achieve3000 and STEMscopes™.
- **Campus Budget Review –** The campus budget for technology was reviewed and discussed. Available campus funds are not sufficient to ensure a 1:1 digital environment for all 4th and 5th grade students.

Large numbers of English Language Learners and economically disadvantaged students, as well as the demands of rigorous student assessments, create a need for core classroom instruction that meets the needs of all students through the use of engaging and technological instructional strategies, with a focus of providing extended support at home. The committee prioritized the following needs: 1) Increasing access to digital devices inside and outside of school; 2) Closing the substantial gap in 4th and 5th grade students' reading levels; 3) Increasing student exposure to real-world science exploration, in order to improve achievement scores; 4) Providing additional funding for the purchase of technology devices.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Economically disadvantaged students at Southwest Elementary have limited access to Internet in their home as well as devices that can be used to access web-based learning programs.	The proposed program would allow each 4 th and 5 th grade student to check-out a digital learning device (iPad mini) that can be used in the classroom as well as at home. The funds would also be used to provide wireless Internet service for students that do not currently have access at home. Through these services, students will have increased exposure to learning experiences and activities to prepare them for classroom discussion and learning.
2.	A significant gap exists in reading levels of incoming 4 th and 5 th grade students. Assessment results indicate that a substantial number of students are currently reading below the recommended level for their grade. The lack of reading skills is negatively impacting their achievement in multiple academic areas.	Providing 1:1 access to iPad minis in 4 th and 5 th grade will increase the frequency in which students can utilize a research-based reading program (Achieve3000) that supplies nonfiction text within the students' optimal learning level, resulting in an accelerated rate of reading growth. In addition, the device will give teachers the ability to provide reading materials and questioning that will reinforce and support classroom instruction.
3.	Science scores on the 5 th grade STAAR assessment indicate a considerable gap in achievement of Southwest students when compared with other students across the district and state.	A technology lending program would provide 5 th grade students a learning avenue equipped with essential scientific information and experiences. Through the use of STEMscopes™, students will participate in engaging, problem-based learning that emphasizes key scientific vocabulary and concepts. These learning experiences will strengthen their ability to master the rigor and depth of standards assessed on STAAR.
4.	Southwest Elementary needs additional funding to provide access to devices for student use and professional development on implementation of key components of the technology initiative.	The Technology Lending Grant would adequately fund a 1:1 digital device initiative in all 4 th and 5 th grade classrooms. In addition, it would provide a gateway for professional learning communities to share resources and techniques as well as grounds for additional professional development on the area of high-yield instructional strategies through the use of technology.
5.	Economically disadvantaged students attending Southwest Elementary have limited access to real-world experiences, thus creating a lack of background knowledge needed for problem solving and critical thinking.	The lending program would enable teachers to implement a "flipped classroom" approach appropriately modified for elementary students. Teachers will assign nonfiction text and science exploration activities to complete at home via the iPad and web-based instructional programs. These activities will specifically align with current and upcoming instruction so that students are better prepared for class discussions and learning.

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Schedule #14—Management Plan

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Principal	Teaching experience, Texas Principal Certificate, good communication skills, instructional leader, and technology focused
2.	Teachers	Current Texas Elementary Teaching Certification, willingness to learn about technology and integrate that into their curriculum, good classroom management, and sound instructional practices.
3.	Instructional Technology Coordinators	Teaching experience, technology integration expert with 1:1 initiatives, professional development abilities, and ability to collaborate with and support teachers and students.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide students with digital devices, technology rich lessons, & digital resources	1. Distribute iPad minis to students	10/27/2014	10/31/2014
		2. Provide in class support for students	10/27/2014	06/02/2016
		3. Provide technology how-to lessons to students	10/27/2014	06/02/2016
		4. Provide digital citizenship & responsibility lessons	10/01/2014	06/02/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Increase the # and % of economically disadvantaged students who have wireless access in their home.	1. Identify low SES students in need of wireless access.	10/01/2014	10/24/2014
		2. Distribute Wifi hotspots to students needing access	10/27/2014	10/31/2014
		3. Offer parent educational sessions	10/23/2014	5/30/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Increase teacher skill set so that high quality technology rich lessons are taught	1. Provide "Appy Hours" to teachers	09/05/2014	06/02/2016
		2. Provide training on teacher inservice dates	08/06/2014	05/01/2016
		3. Provide in class support for students & teachers	10/27/2104	06/02/2016
		4. Provide model lessons to teachers	10/01/2014	06/02/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Increase reading levels of students and achievement on 4 th and 5 th grade STAAR	1. Analyze Beginning-of-Year Reading Level Data	10/01/2014	10/01/2015
		2. Implement Weekly Achieve3000 Activities	10/01/2014	05/31/2016
		3. Analyze Mid-Year Reading Level Data	01/10/2015	01/10/2015
		4. Analyze 2015/2016 STAAR Reading Passing Rates	06/01/2015	09/01/2016
		5. Analyze End-of-Year Reading Levels	05/31/2015	05/31/2016
5.	Increase student achievement in Science on the 5 th grade STAAR	1. Analyze 2014 STAAR Science Passing Rates	10/01/2014	10/24/2014
		2. Implement STEMscopes™ Science Explorations	10/01/2014	05/31/2016
		3. Analyze District Science Common Assessments	10/01/2014	05/31/2016
		4. Analyze 2015/2016 STAAR Science Passing Rates	06/01/2015	09/01/2016
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project Kid-nology will be closely monitored to ensure effective implementation and success through the attainment of the project's objectives. The campus' current system for monitoring student achievement and evaluating the progress toward goals is to review multiple sources of data at monthly grade-level "Data Talks" with all grade-level teachers, campus administrators, and instructional coaches. At these meetings, members will evaluate both reading level assessments and science progress monitoring results to ensure adequate gains. Students are assessed approximately each 6-weeks through a District developed instrument administered across all campuses in both reading and science. Collaborative discussion will occur at each meeting and will be used to measure the students' progress.

In addition to "Data Talks," monthly one-hour meetings will be scheduled and held in the campus' conference room with the project team. These meetings will be held to discuss project implementation, allowing time for teachers and administrators to give feedback regarding the project. The project team will consist of 4th and 5th grade team leaders, campus principal and assistant principal, the campus instructional coach and the district instructional technology coordinators. The team will trouble-shoot problems as they arise and make adjustments when necessary. Team leaders will be responsible for communicating any updates or adjustments to the project with 4th and 5th grade classroom teachers. These meetings will allow open communication for school community members responsible for the projects execution and ensure that the project remains on track.

All staff will be kept informed of the project's status through updates given by the campus principal during staff meetings held each Wednesday afternoon in the campus library.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD has a strong commitment to providing technology-rich learning for all students, as demonstrated through 1:1 initiatives at all secondary campuses (the last secondary campus will become 1:1 in 2014-2015), as well as providing Project Innovate technology grants to classrooms around the district. Southwest Elementary benefited from the Project Innovate grant when it received Netbooks for all 3rd graders in 2011. The District's strong commitment to technology rich classrooms has been demonstrated at monthly Board of Trustee meetings where board members are presented with "Technology Tips" and reports on individual 1:1 projects to demonstrate the impact of various technologies on student achievement across the District. There is a concerted effort in BISD to put structures and systems in place across all 1:1 projects so that the addition of each project is seamless.

The campus administration has also made student access to technology a priority by allocating a portion of the campus budget and local grant funds for the purchase of iPads and Chromebooks. The Campus Improvement Committee determined that technology would remain a part of the Campus Improvement Plan by setting the goal of teachers collaborating in the development of rigorous, relevant, and engaging lessons that leverage technology for higher levels of student achievement (Goal 1, Strategy 1, Item 1). This grant would allow Southwest Elementary to continue its pursuit of 21st Century Learning for all students by providing 1:1 access for 4th and 5th graders resulting in students having three consecutive years of digital learning experience before moving forward into middle school. The planning committee has reviewed the proposed project with all classroom teachers responsible for implementation, and all teachers are committed to improving student learning through the use of technology.

Project Kid-nology will give teachers the opportunity to use innovative and creative teaching practices in their classrooms on a daily basis with all needed support and resources readily available. Teachers will be able to see increased student engagement and achievement through the use of technology and will be provided with on-going training on effective use of iPad, "Flipped Classroom" model, and selected web-based academic programs.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student and Parent Surveys	1.	Increased residential wireless Internet access for low SES students
		2.	Increase in amount of time students access digital resources outside of school
		3.	Increase in number of low SES households continuing internet service at end of grant
2.	Teacher Lesson Plans and Instruction	1.	Increased use of digital resources in lesson plans
		2.	Increased use of technology in classroom objectives
		3.	Increased use of web-based programs Achieve3000 and STEMscopes™
3.	Review common district assessment data in reading and science	1.	Increase in percent correct over previous year on each assessment
		2.	Increase in passing percentage over previous year
		3.	
4.	Review annual student achievement data from STAAR and TAPR	1.	Decrease in the achievement gap of Southwest students when compared to District and State averages.
		2.	Increase percentage of 4 th and 5 th grade students meeting standard on STAAR reading to at or above the state average.
		3.	Increase percentage of 5 th grade students meeting standard on STAAR science to at least 55%.
5.	Achieve3000 and STEMscopes™ program reports	1.	Increased number of completed articles and activities in Achieve3000 after school hours.
		2.	Increased student use of STEMscopes™ activities after school hours.
		3.	Increased number of student activities completed at a 75% or higher mastery.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Formative evaluation will be ongoing in order to identify problems quickly and find effective solutions during the grant period. The project team will develop these formative assessments, such as teacher and student surveys, as well as review the results during project team meetings. Feedback will be gathered throughout the implementation process from teachers, students, and parents to ensure that needed adjustments are made to foster the project's success. Strengths and weaknesses of the project will be determined through the analysis of collected feedback, as well as student achievement data, so that improvements can be made along the way. All aspects of the project will be reviewed during the monthly project meetings to ensure the program is a success.

With the assistance of the campus technology paraprofessional, the campus principal will monitor work orders and project needs and communicate directly with the District's Instructional Technology Coordinators so that appropriate and focused staff development can be provided for teachers throughout the grant period during staff meetings, as well as on professional development days. Teachers and the District's Instructional Technology Coordinators will also collaborate on planning lessons to instruct students on how to properly navigate their device and provide strategies for avoiding common issues and problems.

District level assessment data and annual STAAR results in reading and science will be analyzed to determine the status of the program and the fulfillment of the objectives, as stated in the proposal. The achievement scores for project students will be compared with the achievement scores of students prior to the project initiation as well as state averages.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's lending program in 2013 proved to be successful at the secondary level and Belton ISD would like to extend this opportunity to our elementary students and families. Belton ISD and Southwest Elementary are committed to moving forward with a lending program for elementary students to provide students with internet connectivity so that students can take advantage of electronic resources in the school and at home. Funds from this grant will be used to enhance the campus project by providing 55 school owned WiFi hotspots for 4th and 5th grade economically disadvantaged students and the purchase of iPads for all 4th and 5th grade students. Assisting economically disadvantaged students with opportunities for broadband connectivity and mobile devices outside of the school day will ensure all students are able to access rich digital instructional resources 24/7 making the project a success.

The implementation of this program will assist BISD in meeting the goals, objectives, and strategies of its 2012-2015 Technology Plan (www.bisd.net/technology). These goals, objectives, and strategies are aligned to and mirror those in the District Improvement Plan (www.bisd.net). Specifically, the grant will move the District forward in its plan to expand 1:1 initiatives to the elementary campuses. Furthermore, grant funding allows the District the opportunity to meet District Goal 2, which is to "Achieve success on the State's student achievement and quality of learning indicators to prepare students to live, learn and lead in an ever-changing global economy."

Project Planning – The planning for this program emerged during a meeting between the Superintendent, Assistant Superintendent of Curriculum, Technology Director, and Instructional Technology Coordinators to discuss a plan to determine which of the district's elementary campuses had the greatest number of economically disadvantaged students showing the greatest need for the lending program. Southwest Elementary proved to have the largest population of economically disadvantaged students in 4th and 5th grade. Once Southwest Elementary was selected, a meeting was set up with the Principal, Assistant Superintendent of Curriculum, Instructional Technology Coordinators, and a team of teachers. The meeting covered the following topics: professional development and technology support, teacher readiness, academic areas of need, district policies and guidelines, such as the District's Student iPad Pledge and the STUA.

Parent & Student Communication - A parent meeting will be held in the fall of 2014 to explain the project. The STUA as well as the District's Mobile Computing Guidelines and the Student iPad Pledge will be reviewed. In addition, the District will describe the grant program to parents and communicate the availability of WiFi hotspots to qualifying economically disadvantaged students. Students will be given an application that will need to be completed by the parent and returned to the Campus Technologist and/or Principal to request a hotspot device. The District has already worked with Sprint to negotiate a monthly fee for 55 WiFi hotspots and a plan for district content filtering.

Deployment of Devices & Grant Funded Wi-Fi Hotspots – iPads and WiFi hotspots will be ordered by the Technology Department in the fall of 2014 upon approval of the lending grant. The Campus Technologist and librarian will work together to prepare and distribute the devices to students using the library's checkout software program, Destiny. Grant funded WiFi hotspots will be issued to all qualified economically disadvantaged students and will also be recorded in the Destiny system.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 014903

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Southwest Elementary School does not currently have a technology lending program. Fifth grade classrooms have 10 Chromebooks, fourth grade classrooms have 5 iPads, and each 3rd grade classroom has a class set of Netbooks that are now three years old. None of these devices are available for students to take home. Upon grant award, the existing Chromebooks and iPads in fifth and fourth grades, respectively, will be moved to second and first grade. This would provide 1:1 access to 3rd through 5th grade students.

Belton ISD has a technology lending program at both of its high schools and two of three middle schools (the final middle school will have 1:1 iPads in 2014-2015) where each student checks out either an iPad or MacBook Pro for access to digital materials for the entire school year and returns it to the campus at the end of the school year. Thus, students at Southwest would have access to 1:1 technology from 3rd grade through graduation. Another ancillary benefit of the grant is the wireless internet access provided to economically disadvantaged students who attend Southwest is expected to impact other students in BISD by providing wireless access to the siblings and neighbors of the Southwest students who already have a technology lending device from one of our secondary schools.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

BISD is a fast growth school district serving over 10,000 students in grades PK-12. The district's vision statement is "To be a leader in preparing every student to excel in tomorrow's world." This vision has been supported by the Board and Administration over the last four years by insuring students are provided an education that matches the technology rich world in which they live. During the 2010-2011 and 2011-2012 school years, the District implemented an internal grant program called "Project Innovate" that allowed teachers to propose innovative ways to integrate technology into their classrooms. Southwest Elementary was one recipient of that grant and was awarded netbooks for each student in third grade. This grant will allow Southwest to expand access to 1:1 devices into 4th and 5th grades, as well as provide WiFi access in the homes of our economically disadvantaged students. This program will prepare students to move to middle school ready to use technology efficiently and effectively and be better prepared to enter "tomorrow's world."

In addition to "Project Innovate" grants, the District is in the third year of a 1:1 technology initiative that will meet Goal 2, Objective 2, Strategy 6 of the 2012-2015 Technology Plan to provide 1:1 technology access to all secondary students by 2014-2015. South Belton Middle school and Belton New Tech High School @ Waskow were both opened in 2011-2012 with 1:1 technology lending programs. Belton High School's *iBHS* iPad lending program was implemented in 2012-2013 and Lake Belton Middle School deployed 1:1 iPads in 2013-2014. The District's final secondary school, North Belton Middle School, will be a 1:1 iPad school next year. BISD's District Improvement Plan (Goal 1, Strategy 4, Activity 5) aligns with the 2012-2015 Technology Plan for expansion of 1:1 technology initiatives at additional campuses. It is anticipated the District's next Technology Plan will have a goal to provide 1:1 technology to grades 3-5 elementary students by 2018; however, the District does not have adequate funding to expand technology lending to elementary campuses at this time. This grant would provide support toward this goal.

The mission of Belton ISD is "to provide an education that challenges all of our students to excel." Digital resources and devices provide students the opportunity to collaborate with their peers inside the classroom and around the world. Digital access to curricular resources such as STEMscopes™, Achieve3000, Gale Databases, and ebooks (available through the library system) outside the school day will allow families to assist and motivate students to excel in their schoolwork. Digital learning and access to research and information available on the Internet enhances teacher lessons and helps to prepare our students for the ever increasing digital world they will be entering as adults.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District prioritized elementary campuses using the 2013-2014 federal criteria guidelines for economically disadvantaged students and 2013 STAAR assessment results to determine the campus with the greatest need for the technology lending program. Southwest Elementary currently has the highest population of economically disadvantaged students in grades 3, 4, and 5 at 88%. The campus's STAAR passing percentages in all four areas of reading, writing, math, and science were the lowest of all the District's elementary campuses and the campus's Index 1 score in the State Accountability system was a 62, six points lower than the next lowest Index 1 score among elementary campuses. Current technology access between the two lowest achieving elementary campuses is similar. This data clearly indicates Southwest has the highest need for the technology lending program.

The campus will survey all 4th and 5th grade students on October 1, 2014 to determine which students have broadband internet service at home and which do not. Economically disadvantaged students without wireless internet service at home will receive mobile WiFi devices for the home with an unlimited data plan. If there are remaining WiFi devices after fulfilling this need, 4th and 5th grade students who are not eligible for free or reduced lunch without wireless internet access at home will receive WiFi devices. Based on survey data from current third and fourth grade students, the 55 Wifi devices requested in the grant will provide all fourth and fifth grade students without wireless internet service at home a Wifi device. Check out procedures for the WiFi devices will mirror those used for the iPads.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Classrooms at Southwest Elementary are currently using available technology to the maximum extent possible. Teachers integrate the use of devices into instruction by utilizing computer-based programs and software, such as Achieve3000 and STEMscopes™, as well as having students create original products using a variety of digital tools. Students work both independently and collaboratively to draft, edit, and publish products that demonstrate learning. The Southwest school community has set a goal of providing rich experiences for disadvantaged students through the use of technology. Students are given extensive exposure in the classroom to virtual environments through the use of graphics, videos, photographs, live streaming, and virtual tours. The lending grant would allow teachers to increase this effort by giving every student access to these experiences both in and out of the classroom. Teachers' lesson plans will be opened to opportunities for students to create work digitally and share their products with students in other states or countries. Teachers will also have the ability to construct exploration activities for students to do at home to increase students' preparedness for classroom learning. This lending grant will also align with current District expectations of integrating Technology Applications standards by providing additional avenues for learners to master the student expectations. Through the 1:1 initiative, students would have constant opportunities to enhance their technology skills and become adept at navigating systems and applications to elevate their learning experiences.

Southwest Elementary takes advantage of digital learning opportunities to differentiate instruction and meet the unique needs of all learners. Objective 2.2 in the District's Technology Plan states that a targeted strategy for technology use is to identify and implement technology resources to provide interventions and enrichment for Gifted and Talented, English Language Learners, Special Education, and at-risk populations. Southwest embraces this strategy by providing daily interventions and enrichment opportunities for all of the special student populations mentioned. Currently, an intervention lab is permanently set up in a classroom centrally located to all grade levels. This lab is utilized on a daily basis to provide access to digital learning resources in order to increase student achievement. Receiving the lending grant will allow us to expand these efforts. All Gifted and Talented, English Language Learners, Special Education, and at-risk students in 4th and 5th grades would be able to benefit daily from the use of these research-based programs as well as high-yield, effective instructional strategies.

BISD has multiple systems and procedures in place that exemplify the philosophy that technology serves as an integral component to the success of all students. One process that equips Southwest students with needed skills to effectively and efficiently manage a 1:1 digital learning environment is the implementation of technology lessons. Each student in BISD receives instruction in Internet Safety, Digital Literacy, and Ethical Use. Multiple lessons are delivered in both the fall and spring semesters. Teachers and campus technology staff can access lesson plan content and essential objectives through the District's technology webpage. Southwest views this instruction as a fundamental component of successful digital learning in the classroom. Specific time is given to all students twice a month to participate in interactive instruction in our campus computer lab. At this time students are given focused guidance on technology skills, such as the use of various search strategies, how to validate and evaluate the relevance and appropriateness of information, and adhering to acceptable use policies reflecting positive social behaviors in the digital environment. Southwest's dedication to adequately preparing students to become competent consumers of knowledge obtained from digital sources will allow a smooth and aligned transition into a 1:1 lending program, which immerses learners in technology resources 24/7.

With this commitment to the use of technology, teachers have become skilled at managing classroom behavior when technology is integrated into classroom objectives. Teachers' lesson plans reflect the execution of multiple activities on proper use and handling of technology during class. The campus' Student Code of Conduct explicitly addresses the Misuse of Technology Resources and the Internet to provide an outline for students and parents on expectations for technology use. This document is made available to families at the beginning of the year as well as at any time on the campus' website. Campus administration collects a signed receipt of the Code of Conduct from each family with students attending at the beginning of each school year. Teachers are aware of technology guidelines and have administrative support when taking measures to adhere to them. Administrators, teachers, and students are all well prepared for the implementation of a 1:1 technology initiative and are equipped to carry out a seamless transition in a technology rich learning atmosphere.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The overarching goal of the lending program is to increase student success and achievement. Current trends in our data indicate that the campus has an overall need to increase reading levels of students. It is also evident that students have not been satisfactorily prepared to master state mandated science standards. Due to these findings, the lending grant would be used primarily in these areas to produce maximum benefits for the students at Southwest.

4th/5th Grade Reading – The results for reading level assessments shows that by the time many Southwest students reach 4th grade, a large gap in their independent reading level and the recommended level for their grade exists. Sixty-one percent of students that will be in 4th or 5th grade in the 2014-2015 school year are currently reading below grade level. Eighteen percent of these students are two or more years behind that of the recommended level. These substantial gaps create many obstacles for our students to overcome in all areas of learning and technology offers a variety of solutions for teachers and students that align with best practice and provide a meaningful, interactive learning environment for students that will accelerate learning to its highest level.

The main component of the lending program in reading classrooms will be the use of the reading program, Achieve3000. This program is currently used with the campus' students with the lowest reading levels to close the gap in reading fluency and comprehension skills. Students using the Achieve3000 program have demonstrated consistent progress and closed reading achievement gaps. Teachers have been and will continue to be extensively trained by certified trainers through the professional development provided with the Achieve3000 subscription. The program provides an extensive collection of nonfiction news articles written at multiple Lexile levels so that all students can have access to the same content but at a differentiated reading level that makes success attainable. The teachers have the ability to search for and find articles with content relevant to other learning concepts in the classroom. Students will access their account during and after school hours to participate in reading activities that build and foster reading fluency, comprehension, and language acquisition through vocabulary exercises. This particular program lends itself for use in a "flipped classroom" teaching model via teachers assigning high-interest, nonfiction articles at the students' independent reading level to be completed at home. Many of these articles will have embedded photographs and videos to build schema for students to access in future reading situations. Articles will have accompanying questions that promote critical thinking and align with state standards. Teachers will use generated reports for progress monitoring to efficiently identify students in need of additional support. No grant funds will be used to purchase Achieve3000 licenses.

4th/5th Grade Science – The results of the 2013 Science STAAR show that our students are lacking foundation knowledge in scientific concepts. BISD has agreed to purchase STEMscopes™, which has both a digital and paper format, to enhance our science curriculum and provide teachers with extensive resources aligned with state standards. With the use of a technology lending program, 4th grade teachers will be able to provide vertically aligned instruction to better prepare students for the rigor and depth of 5th grade science expectations. Fifth grade teachers and students will have digital resources that enhance real-life applicable science experiences through videos, informational text, experiments, and interactive activities to build background knowledge. Teachers can assign students specific material, including articles, videos, exploration activities, and vocabulary building exercises on scientific concepts. Reading material is available at three varying levels to support students that are less proficient in reading. The "flipped classroom" philosophy is also supported by STEMscopes™ because students will have access after school hours. Teachers will strategically plan discovery assignments for home that will provide students an opportunity to acquire needed prerequisite knowledge for successful participation in classroom discussions and learning activities. Teachers will be provided with ongoing results from built-in formative and summative assessments to effectively monitor the progress of all students and intervene immediately. All students will receive engaging, hands-on instruction that is targeted and proven to promote student curiosity and increase achievement.

Additional Resources – In addition to the fundamental uses in reading and science discussed above, teachers will utilize apps such as Explain Everything. This app allows teachers to record their voice while writing. Students may play this recording on their iPad mini at any time, including at home. This innovative technology will allow successful implementation of a "flipped classroom" approach as students will have access to teacher created tutorials at home.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The professional development program for the teachers involved in this grant will target the artful and authentic use of the technology across their curriculum. Teachers will attend workshops ranging from iPad use and troubleshooting to Augmented Reality creation. Teachers will leave each session with a curricular tie-in ready to implement once the iPads are in the students' hands.

- During the summer of 2014 all Southwest teachers will have the opportunity to attend sessions on Google Apps for Education, iPad 101, iPad Integration, Augmented Reality, iMovie, iWorks, and Online Tools.
- During the week of August 18, 2014, teachers will be provided with mini-sessions on various apps and tools with a focus on the SAMR technology integration model (Substitution, Augmentation, Modification, Redefinition).
- Fourth and fifth grade teachers will receive training on the use of Achieve3000 and STEMscopes™ during two planning days on August 6 & 7, 2014. The District will pay \$50 stipends to teachers attending this training.
- Teachers will also receive training on digital citizenship and will be expected to provide these lessons to their students during August, September, and October so that the student will gain a better understanding of the proper and ethical use of the digital equipment and the digital footprint that they are beginning to create even at their young age.
- On-going professional development will be provided throughout the grant period in afternoon "Appy Hour" sessions or during content planning times as needed. Instructional Technology Coordinators will provide in class support to teachers as they work with students to ensure higher-level integration is achieved.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Connectivity Support- Grant funding will provide home Wifi Internet access to 55 economically disadvantaged students. Students who qualify for the federal free and reduced lunch program will be eligible to apply to check out a school owned Wifi hotspot with unlimited data. Support for this connection will be provided by Sprint. In addition, students will be able to access the Internet at local businesses participating in the Belton Wireless Project. All technical support for the participating businesses is being provided by the Belton Chamber of Commerce and their partners.

Infrastructure Support- BISD made a significant investment in the technology infrastructure of the district as part of the 1:1 initiatives at our secondary schools. All cabling meets CAT5e standard. Cisco gigabit switches with a 10 gigabit backbone between IDF closets are installed. The switches allow for faster wireless connections with more throughput. Cisco wireless access points are installed in every classroom to increase wireless capacity. The system will be able to handle the addition of 166 iPads with no disruption to teachers or students as the use of digital resources increases. The network is managed by the District's Technology Department.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Texas, more than one million households with children are not using the Internet. According to a survey conducted by Connected Texas of residents not using broadband, 37% of Texas' low-income families with children and 31% of low-income minority families with children do not have Internet access. This data aligns closely with data obtained from Southwest students. Grant funds will help mitigate access issues for economically disadvantaged students at Southwest and their families. This will benefit both the Southwest student as well as siblings who are participating in the middle school and high school iPad projects. A two-part plan to provide Internet access for this grant program includes the following:

1) Issuing school owned iPads and Wi-Fi hotspots with unlimited data to economically disadvantaged students.

Students who qualify for the federal free and reduced lunch program will be eligible to apply for the use of these devices. The hotspot device will include a connection back to the District's network to ensure content filtering and will provide unlimited data access for 18 months. Upon the initial deployment of the iPad to students, surveys will be distributed to students to determine whether or not they have broadband access at home. Identified students will be provided a mobile Wi-Fi device to take home. The district has already made arrangements with Sprint to identify the best solution for residential access and to determine how to establish a link for content filtering.

2) Educating parents on the benefit of providing broadband access at home and increasing the technical knowledge for broadband service as well as demonstrate other uses for the family. In addition, parents will learn about what is needed for the service in their home. The goal is that parents who can afford the connection will understand its relevancy and provide it for their students and the students issued a WiFi hotspot will find ways to continue broadband access after the grant period using low cost options such as a *Connect2Compete*, a national nonprofit outreach campaign.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With 1:1 initiatives already in place at four of the five secondary schools, BISD is familiar with the level of support necessary to ensure devices are maintained for student use. Student devices will be supported by district-level technicians and a campus based technology paraprofessional. In addition, two Instructional Technology Coordinators from the district level are committed to providing support to Southwest to ensure a successful implementation. Insurance on all the devices has been included in our grant budget so that hardware repairs for the 2-year period will be covered. Additionally, we have included in the grant a request for 5 additional iPads and 16 additional chargers to account for growth and to provide emergency chargers within the classrooms.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 014903

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following outlines how the program will be administered:

Pre-Launch Activities - iPads and Wifi devices will be ordered and inventoried in the campus's library management system, Follett's Destiny. Inventory tags will be placed on all devices and Otterboxes will be placed on iPads for extra protection. Devices will also be enrolled in the insurance program at this time. iPads will be preloaded with content that is age-appropriate and allows for productivity and creativity. Parent training on care and use of iPads and Wifi devices will occur before iPads are issued. A *Student Home Wireless Access* survey will be conducted.

Deployment of iPads & Wifi Devices - Beginning the week of October 27th, students will be issued the iPads through their homeroom classes. Students will go to the library and check out an iPad after a signed *iPad User Agreement* has been returned. iPad serial numbers and associated student id will be recorded in Destiny. At the end of the school year, devices and Wifis will be checked-in through the library system for the summer months. The same check-out procedures will occur during the 2015-16 school year.

Based on economic need and wireless access survey, Wifi devices will be deployed in through the same check-out system. *Wifi User Agreement* must be signed and returned as well. Wifi hotspots will be connected back to the District's network to ensure web content filtering. This data link will be coordinated with Sprint by the Director of Technology.

Maintenance of Devices- A team consisting of a certified Apple technician and a campus technology paraprofessional will ensure the iPads remain in proper working order. Any broken devices will be sent to the Worth Group to be repaired under the insurance agreement.

Network Issues- The Director of Technology is a Certified Cisco Network Professional. He will ensure the proper working condition of the network and monitor bandwidth issues and resolve issues with Time Warner Cable as they arise. There is a wireless access point in every room which will provide adequate access for the devices.

Professional Development- Professional development will be administered as described on Schedule #17, TEA Program Requirement 5, Page 28 of the grant program SAS.

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District currently has a 1:1 iPad initiative at the secondary level. Extensive time was spent developing systems and policies to manage the distribution and accounting of the technology equipment. These policies were reviewed and revised by a committee in July of 2013. The committee consisted of the Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Technology, Instructional Technology Coordinators, and Campus Principals. Upon purchase from Apple, each iPad will be permanently etched with identifying information for Belton ISD. The iPad serial numbers will be entered into Southwest's library inventory management system, Follett's Destiny, and will be distributed to students through the library check-out system. Each student will be taught the correct procedures for use and care of the device.

Insurance is being provided through grant funds through policies from the Worth Group. In the case of theft, a police report is required to be filed and a copy of the report brought to the school. If a student leaves the District they must return the device. All information regarding these policies will be communicated to parents at meetings held in October of each year prior to deployment of the iPads. In addition, parents and students will be informed of and receive a copy of the Student Technology User Agreement and Mobile Computing Device Guidelines. Each student and parent will be required to sign a Student iPad Pledge where detailed information for students is outlined on the use of the iPad as well as the expectations for using the iPad in an appropriate manner. All documents will be located on Southwest Elementary's website.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the launch of the District's 1:1 initiative at our secondary schools, extensive time was spent reviewing policies and guidelines related to 1:1 projects and technology lending agreements. As a result, the following documents have been reviewed, revised, and refined for use with the technology that will be part of this grant:

- **Student Technology User Agreement (STUA)-** the STUA is included in the District's *Parent and Student Handbook* and is provided to parents annually. Each parent signs an acknowledgement of agreement to this policy. The STUA will be revised in June of 2014 to ensure that it remains current. This policy was reviewed by the Superintendent, Assistant Superintendent of Curriculum and Instruction, Director of Technology, and Instructional Technology Coordinators of the District. In addition, the District's General Counsel reviewed and approved all documents.
- **BISD Mobile Computing Device Guidelines-** campuses participating in 1:1 programs also distribute the District's Mobile Computing Device Guidelines to students and parents. These guidelines outline expectations for students in regard to taking care of the device and loading additional software as well as other related information.
- **Student iPad Pledge-** Each student and their parent/guardian will be required to sign a *Student iPad Pledge* which clearly outlines the student's responsibility in regard to the care of equipment and responsible use of the Internet. In addition, the document references the STUA and states that the Internet will be used solely for education purposes.

Each of these documents will be located on the school's website and will be reviewed extensively with students and parents during meetings prior to the start of the project.

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